



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 10271200
SAU: Bucksport School Department
School: Miles Lane School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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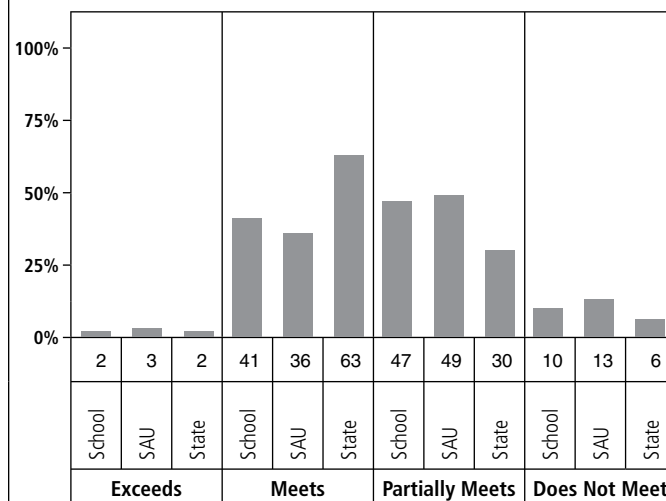
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Bucksport School Department
School: Miles Lane School

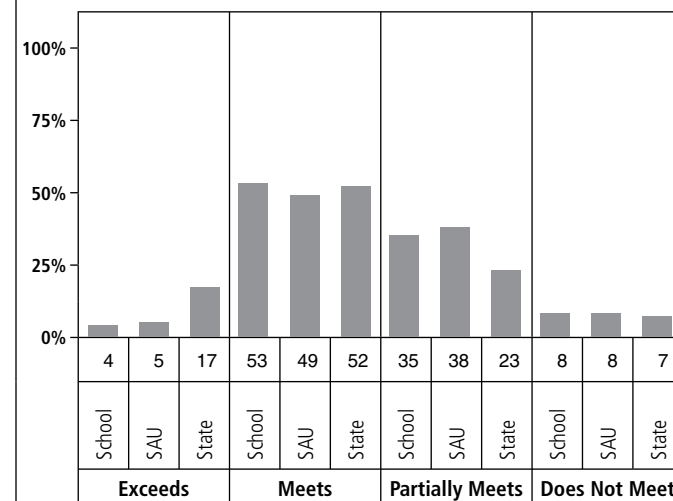
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	343	342	345
2007–2008	342	342	344
2008–2009	341	340	345
Cum. Avg.*	342	341	345
Mathematics			
2006–2007	340	339	347
2007–2008	346	345	347
2008–2009	342	342	348
Cum. Avg.*	343	342	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Bucksport School Department
School: Miles Lane School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	50	100	39	100	13763	100	49	98	39	100	13691	100	49	98	39	100	13691	100						
Ethnicity African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	50	100	39	100	12846	93	49	98	39	100	12788	100	49	98	39	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	9	18	7	18	2414	18	9	100	7	100	2388	100	9	100	7	100	2388	100						
Current LEP	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
Economically disadvantaged	24	48	18	46	5887	43	24	100	18	100	5847	100	24	100	18	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	40	80	32	82	10316	75	40	80	32	82	10355	75						
Identified disability (PET/IEP)	0	0	0	0	437	4	0	0	0	0	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	1	3	1	3	83	1	1	3	1	3	83	1						
Participation with accommodations	9	18	7	18	3179	23	9	18	7	18	3152	23						
Identified disability (PET/IEP)	9	100	7	100	1757	55	9	100	7	100	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	1	11	1	14	63	2	1	11	1	14	64	2						
Other	0	0	0	0	1192	37	0	0	0	0	1157	37						
Participation through alternate assessment (PAAP)	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	1	2	0	0	53	0	1	2	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Bucksport School Department
School: Miles Lane School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	0	0	227	2
	2008-2009	1	2	1	3	262	2
	Cum. Total*	1	1	1	1	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	24	49	19	46	8691	63
	2007-2008	42	62	35	61	8403	62
	2008-2009	20	41	14	36	8500	63
	Cum. Total*	86	52	68	50	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	22	45	19	46	3781	27
	2007-2008	18	26	15	26	4018	30
	2008-2009	23	47	19	49	3985	30
	Cum. Total*	63	38	53	39	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	3	6	3	7	1021	7
	2007-2008	8	12	7	12	938	7
	2008-2009	5	10	5	13	748	6
	Cum. Total*	16	10	15	11	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	25.0	54.3	24.3	52.8	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	18.3	57.2	17.9	55.9	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	6.7	47.9	6.5	46.4	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Bucksport School Department
 School: Miles Lane School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	49	1	2	20	41	23	47	5	10	341	39	3	36	49	13	340	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	49	1	2	20	41	23	47	5	10	341	39	3	36	49	13	340	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	1	11	6	67	2	22	335	7	0	14	57	29	334	2194	0	32	50	18	338
No	40	1	3	19	48	17	43	3	8	342	32	3	41	47	9	342	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	49	1	2	20	41	23	47	5	10	341	39	3	36	49	13	340	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	24	0	0	9	38	12	50	3	13	340	18	0	33	50	17	338	5721	1	52	39	9	342
No	25	1	4	11	44	11	44	2	8	342	21	5	38	48	10	342	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	49	1	2	20	41	23	47	5	10	341	39	3	36	49	13	340	13489	2	63	30	6	345
Gender																						
Female	25	0	0	12	48	10	40	3	12	340	20	0	45	40	15	339	6568	3	67	26	4	346
Male	24	1	4	8	33	13	54	2	8	342	19	5	26	58	11	341	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	0	0	4	21	12	63	3	16	338	17	0	24	59	18	338	2300	0	39	49	11	340
No	30	1	3	16	53	11	37	2	7	343	22	5	45	41	9	342	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	49	1	2	20	41	23	47	5	10	341	39	3	36	49	13	340	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: Bucksport School Department
School: Miles Lane School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	1	33	1	33	1	33	338	8	0	33	33	33	338	5	1	44	39	16	340
B. less than one hour	83	1	3	16	42	18	47	3	8	341	81	3	40	47	10	341	80	2	66	28	4	345
C. one to two hours	9	0	0	1	25	3	75	0	0	341	8	0	0	100	0	338	13	2	61	32	6	344
D. more than two hours	2	0	0	1	100	0	0	0	0	342	3	0	100	0	0	342	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	57	1	4	11	42	12	46	2	8	341	54	5	40	45	10	341	47	3	68	24	4	346
B. good	35	0	0	8	50	6	38	2	13	341	38	0	43	43	14	340	41	1	62	31	5	344
C. fair	7	0	0	0	0	3	100	0	0	336	5	0	0	100	0	336	9	0	51	41	8	342
D. poor	2	0	0	0	0	1	100	0	0	340	3	0	0	100	0	340	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	30	0	0	5	36	8	57	1	7	340	30	0	36	55	9	340	31	3	63	28	6	345
B. They match some of what I have learned.	50	1	4	14	61	6	26	2	9	343	51	5	53	32	11	342	49	2	68	26	3	345
C. They match just a little of what I have learned.	11	0	0	0	0	4	80	1	20	336	8	0	0	67	33	335	14	1	53	39	7	342
D. There is no match.	9	0	0	0	0	4	100	0	0	339	11	0	0	100	0	339	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	22	0	0	4	40	4	40	2	20	340	24	0	33	44	22	339	18	1	50	38	11	342
B. about the same as my regular schoolwork	52	1	4	10	42	13	54	0	0	342	51	5	42	53	0	343	57	2	68	26	3	346
C. easier than my regular schoolwork	26	0	0	5	42	5	42	2	17	340	24	0	33	44	22	338	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	22	0	0	2	20	6	60	2	20	337	24	0	22	56	22	337	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	50	0	0	13	57	9	39	1	4	342	43	0	50	44	6	341	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	28	1	8	4	31	7	54	1	8	342	32	8	33	50	8	342	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	22	1	10	2	20	6	60	1	10	341	17	17	17	50	17	342	22	3	67	25	4	346
B. 20 minutes to an hour	51	0	0	13	57	9	39	1	4	343	56	0	50	45	5	342	46	2	68	26	4	346
C. less than 20 minutes	11	0	0	1	20	4	80	0	0	337	11	0	25	75	0	338	18	1	56	36	8	343
D. I rarely read at home.	16	0	0	3	43	2	29	2	29	338	17	0	33	33	33	337	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	36	0	0	8	53	6	40	1	7	341	35	0	50	42	8	341	29	1	56	36	7	343
B. six to ten pages	14	0	0	3	50	2	33	1	17	338	15	0	60	20	20	338	21	2	62	31	5	344
C. eleven or more pages	50	1	5	7	33	11	52	2	10	342	50	6	29	53	12	341	50	3	68	25	5	346
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	340	100	0	0	100	0	340						
B.	0										0											
C.	50	0	0	0	0	1	100	0	0	336	0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Bucksport School Department
School: Miles Lane School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	3	6	3	7	1985	14
	2007-2008	11	16	8	14	2277	17
	2008-2009	2	4	2	5	2328	17
	Cum. Total*	16	10	13	9	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	24	49	18	44	6990	51
	2007-2008	30	44	26	46	6764	50
	2008-2009	26	53	19	49	7045	52
	Cum. Total*	80	48	63	46	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	12	24	11	27	3673	27
	2007-2008	20	29	17	30	3504	26
	2008-2009	17	35	15	38	3137	23
	Cum. Total*	49	30	43	31	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	10	20	9	22	1193	9
	2007-2008	7	10	6	11	1044	8
	2008-2009	4	8	3	8	997	7
	Cum. Total*	21	13	18	13	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	27.8	57.9	27.8	57.9	31.5	65.6
A. Number	20	42	11.0	55.0	11.1	55.5	12.8	64.0
B. Data	8	17	5.4	67.5	5.4	67.5	6.1	76.3
C. Geometry	8	17	4.6	57.5	4.6	57.5	5.5	68.8
D. Algebra	12	25	6.8	56.7	6.7	55.8	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: Bucksport School Department
School: Miles Lane School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	49	2	4	26	53	17	35	4	8	342	39	5	49	38	8	342	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	49	2	4	26	53	17	35	4	8	342	39	5	49	38	8	342	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	4	44	3	33	332	7	0	29	43	29	334	2204	6	36	36	22	338
No	40	2	5	24	60	13	33	1	3	345	32	6	53	38	3	344	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	49	2	4	26	53	17	35	4	8	342	39	5	49	38	8	342	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	24	0	0	13	54	8	33	3	13	340	18	0	50	33	17	339	5727	10	48	31	12	343
No	25	2	8	13	52	9	36	1	4	344	21	10	48	43	0	345	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	49	2	4	26	53	17	35	4	8	342	39	5	49	38	8	342	13501	17	52	23	7	348
Gender																						
Female	25	0	0	14	56	8	32	3	12	340	20	0	50	35	15	339	6568	16	52	24	8	348
Male	24	2	8	12	50	9	38	1	4	345	19	11	47	42	0	347	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	1	5	5	26	9	47	4	21	336	17	6	29	47	18	337	2300	4	43	39	14	340
No	30	1	3	21	70	8	27	0	0	347	22	5	64	32	0	347	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	49	2	4	26	53	17	35	4	8	342	39	5	49	38	8	342	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: Bucksport School Department
School: Miles Lane School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	1	33	1	33	1	33	335	8	0	33	33	33	335	5	9	38	32	21	340
B. less than one hour	83	2	5	21	55	13	34	2	5	343	81	7	53	37	3	344	80	19	54	22	5	349
C. one to two hours	9	0	0	2	50	1	25	1	25	344	8	0	33	33	33	340	13	16	51	24	9	347
D. more than two hours	2	0	0	0	0	1	100	0	0	328	3	0	0	100	0	328	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	49	2	10	10	48	7	33	2	10	344	57	10	45	35	10	344	40	25	51	17	7	351
B. good	37	0	0	9	56	7	44	0	0	341	29	0	50	50	0	342	45	14	56	24	6	348
C. fair	9	0	0	1	25	1	25	2	50	330	9	0	33	33	33	332	12	7	49	34	10	343
D. poor	5	0	0	2	100	0	0	0	0	354	6	0	100	0	0	354	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	34	2	13	6	40	5	33	2	13	342	37	15	31	38	15	341	38	23	52	19	5	351
B. They match some of what I have learned.	43	0	0	13	68	5	26	1	5	344	40	0	64	29	7	344	45	16	56	22	6	348
C. They match just a little of what I have learned.	18	0	0	2	25	5	63	1	13	337	17	0	33	67	0	340	12	10	45	33	12	343
D. There is no match.	5	0	0	2	100	0	0	0	0	352	6	0	100	0	0	352	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	16	0	0	4	57	3	43	0	0	342	17	0	50	50	0	340	17	8	45	34	13	342
B. about the same as my regular schoolwork	59	1	4	15	58	8	31	2	8	342	57	5	60	30	5	344	59	19	55	21	5	350
C. easier than my regular schoolwork	25	1	9	4	36	4	36	2	18	343	26	11	22	44	22	342	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	16	0	0	1	17	3	50	2	33	330	20	0	17	50	33	330	15	8	41	35	15	341
B. 30–45 minutes	32	1	8	8	67	3	25	0	0	346	33	10	70	20	0	348	29	16	54	23	6	348
C. 45–60 minutes	34	1	8	8	62	4	31	0	0	349	30	11	56	33	0	350	32	21	55	19	5	350
D. more than 60 minutes	18	0	0	3	43	2	29	2	29	336	17	0	40	40	20	337	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	2	67	1	33	0	0	341	5	0	50	50	0	340	6	6	33	39	23	337
B. two or three days a week	16	0	0	5	71	1	14	1	14	342	16	0	67	17	17	342	12	15	55	22	8	348
C. two or three times each month	16	0	0	2	29	4	57	1	14	336	14	0	20	60	20	336	26	20	56	19	5	350
D. never or almost never	62	2	7	14	50	10	36	2	7	343	65	8	50	38	4	344	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	22	0	0	3	30	7	70	0	0	339	22	0	25	75	0	338	37	14	51	27	9	346
B. two or three days a week	28	0	0	4	31	6	46	3	23	334	30	0	27	45	27	334	27	20	55	19	6	350
C. two or three times each month	22	1	10	8	80	1	10	0	0	350	24	11	78	11	0	351	19	22	53	19	6	350
D. never or almost never	28	1	8	9	69	2	15	1	8	346	24	11	67	22	0	348	18	15	51	26	8	347
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	348	100	0	100	0	0	348						
B.	0										0											
C.	50	0	0	0	0	0	0	1	100	322	0											
D.	0										0											

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